



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2008
Code: 10291206
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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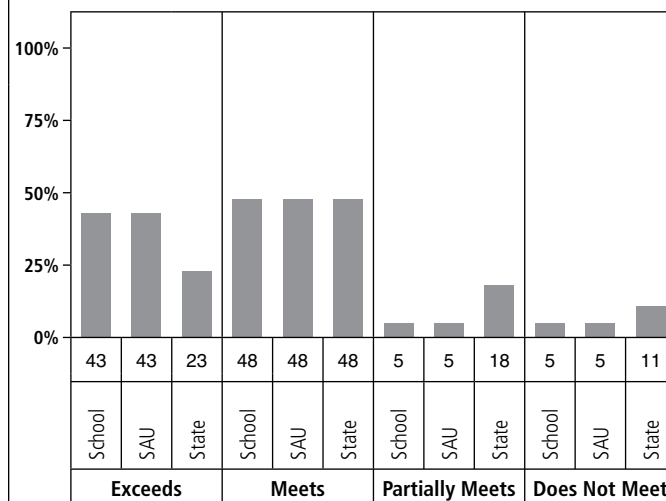
SUMMARY OF SCORES

Test Date: March 2008
Grade: 8
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth Middle School

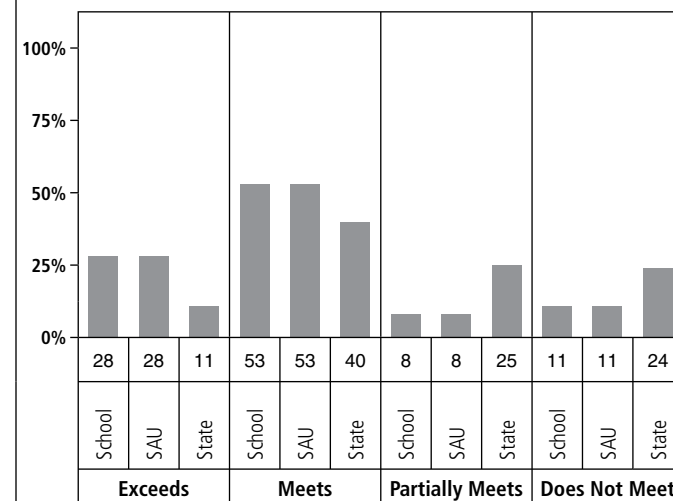
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	855	855	845
2006–2007	857	857	847
2007–2008	858	858	849
Cum. Avg. *	857	857	847
Mathematics			
2005–2006	853	853	840
2006–2007	854	854	842
2007–2008	853	853	841
Cum. Avg. *	853	853	841
Science & Technology			
2005–2006	856	856	846
2006–2007	856	856	847
2007–2008	857	857	847
Cum. Avg. *	856	856	847

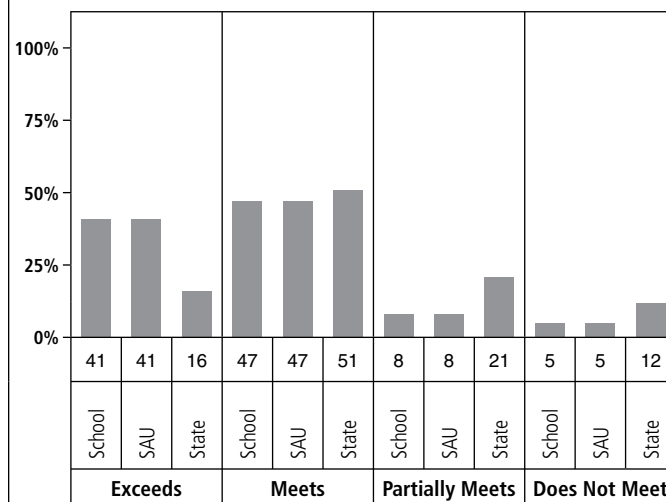
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 8
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																											
							ELA-Reading						Mathematics						Science and Technology						School			SAU			State			
	School		SAU		State		School		SAU		State		School		SAU		State																	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Total number of students	135	100	135	100	15274	100	135	100	135	100	15102	99	135	100	135	100	15097	99	135	100	135	100	15080	99										
Ethnicity African American/Black	0	0	0	0	368	2	0	0	0	0	356	97	0	0	0	0	360	98	0	0	0	0	356	97										
American Indian or Native Alaskan	1	1	1	1	120	1	1	100	1	100	117	98	1	100	1	100	117	98	1	100	1	100	117	98										
Asian or Pacific Islander	2	1	2	1	186	1	2	100	2	100	181	97	2	100	2	100	182	98	2	100	2	100	182	98										
Hispanic	1	1	1	1	139	1	1	100	1	100	136	98	1	100	1	100	136	98	1	100	1	100	136	98										
Caucasian/White	131	97	131	97	14461	95	131	100	131	100	14312	99	131	100	131	100	14302	99	131	100	131	100	14289	99										
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0										
Identified disability	15	11	15	11	2508	16	15	100	15	100	2446	98	15	100	15	100	2441	98	15	100	15	100	2431	98										
Current LEP	2	1	2	1	327	2	2	100	2	100	316	97	2	100	2	100	322	99	2	100	2	100	322	99										
Economically disadvantaged	9	7	9	7	5420	35	9	100	9	100	5329	99	9	100	9	100	5324	99	9	100	9	100	5313	98										
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100	0	0	0	0	7	100										

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	119	88	119	88	12703	83	119	88	119	88	12694	83	119	88	119	88	12710	83						
Identified disability (PET/IEP)	2	2	2	2	437	3	2	2	2	2	421	3	2	2	2	2	445	4						
LEP	2	2	2	2	172	1	2	2	2	2	172	1	2	2	2	2	173	1						
504 plan	2	2	2	2	229	2	2	2	2	2	231	2	2	2	2	2	230	2						
Participation with accommodations	14	10	14	10	2221	15	14	10	14	10	2227	15	14	10	14	10	2197	14						
Identified disability (PET/IEP)	11	79	11	79	1832	82	11	79	11	79	1844	83	11	79	11	79	1813	83						
LEP	0	0	0	0	136	6	0	0	0	0	143	6	0	0	0	0	142	6						
504 plan	0	0	0	0	68	3	0	0	0	0	66	3	0	0	0	0	66	3						
Other	3	21	3	21	213	10	3	21	3	21	202	9	3	21	3	21	204	9						
Participation through alternate assessment (PAAP)	2	1	2	1	177	1	2	1	2	1	176	1	2	1	2	1	173	1						
Identified disability (PET/IEP)	2	100	2	100	177	100	2	100	2	100	176	100	2	100	2	100	173	100						
LEP	0	0	0	0	7	4	0	0	0	0	7	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	34	0						
Non-participation – other	0	0	0	0	140	1	0	0	0	0	143	1	0	0	0	0	160	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2008
Grade:	8
SAU:	Cape Elizabeth School Dept
School:	Cape Elizabeth Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006	53	37	51	37	2695	17
	2006-2007	55	35	55	35	2407	16
	2007-2008	57	43	57	43	3428	23
	Cum. Total*	165	38	163	38	8530	18
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006	57	40	56	40	6830	42
	2006-2007	86	55	86	55	7494	49
	2007-2008	64	48	64	48	7179	48
	Cum. Total*	207	48	206	48	21503	46
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006	24	17	24	17	3741	23
	2006-2007	10	6	10	6	3628	24
	2007-2008	6	5	6	5	2706	18
	Cum. Total*	40	9	40	9	10075	22
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006	8	6	8	6	3003	18
	2006-2007	5	3	5	3	1810	12
	2007-2008	6	5	6	5	1611	11
	Cum. Total*	19	4	19	4	6424	14

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	41.8	74.6	41.8	74.6	36.9	65.9
Literary Text	28	50	20.4	72.9	20.4	72.9	18.3	65.4
Informational Text	28	50	21.4	76.4	21.4	76.4	18.6	66.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	133	57	43	64	48	6	5	6	5	858	133	43	48	5	5	858	14924	23	48	18	11	849
Ethnicity																						
African American/Black	0										0						348	11	38	22	29	840
American Indian or Native Alaskan	1										1						117	9	43	29	19	842
Asian or Pacific Islander	2										2						179	32	39	18	11	852
Hispanic	1										1						131	18	38	27	17	846
Caucasian/White	129	54	42	64	50	6	5	5	4	858	129	42	50	5	4	858	14149	23	49	18	10	850
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	5	38	3	23	5	38	836	13	0	38	23	38	836	2269	3	24	32	42	833
No	120	57	48	59	49	3	3	1	1	860	120	48	49	3	1	860	12655	27	52	16	5	852
Current LEP																						
Yes	2										2						308	8	30	27	34	837
No	131	56	43	63	48	6	5	6	5	858	131	43	48	5	5	858	14616	23	48	18	10	850
Economically disadvantaged																						
Yes	7	1	14	4	57	0	0	2	29	844	7	14	57	0	29	844	5222	12	44	25	19	843
No	126	56	44	60	48	6	5	4	3	858	126	44	48	5	3	858	9702	29	50	14	7	853
Migrant																						
Yes	0										0						7	0	86	0	14	850
No	133	57	43	64	48	6	5	6	5	858	133	43	48	5	5	858	14917	23	48	18	11	849
Gender																						
Female	66	34	52	27	41	1	2	4	6	860	66	52	41	2	6	860	7198	30	48	15	7	853
Male	67	23	34	37	55	5	7	2	3	855	67	34	55	7	3	855	7726	17	49	21	14	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						807	9	41	32	18	842
No	133	57	43	64	48	6	5	6	5	858	133	43	48	5	5	858	14117	24	49	17	10	850
Gifted/talented program																						
Yes	0										0						592	71	28	1	0	867
No	133	57	43	64	48	6	5	6	5	858	133	43	48	5	5	858	14332	21	49	19	11	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 8
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	1 21 67 11	0 11 40 5	0 39 45 36	1 11 44 8	100 39 49 57	0 1 4 1	0 4 4 7	0 5 1 0	0 18 1 0	852 854 859 856	1 21 67 11	0 39 45 36	100 39 49 57	0 4 4 7	0 18 1 0	852 854 859 856	9 46 41 5	10 20 28 28	39 50 49 44	24 20 15 15	26 11 7 12	841 849 852 850
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	36 53 9 2	21 31 4 0	45 44 33 0	23 34 5 2	49 49 42 67	2 2 2 0	4 3 17 0	1 3 1 0	2 4 8 33	860 858 851 843	36 53 9 2	45 44 33 0	49 49 42 67	4 3 17 0	2 4 8 33	860 858 851 843	33 53 11 3	31 21 14 6	48 51 41 34	14 19 25 26	7 9 20 35	853 849 844 836
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	38 57 5 0	28 27 1 0	56 36 14 0	19 41 4 0	38 55 57 0	2 3 1 0	4 4 14 0	1 4 1 0	2 5 14 0	861 856 845 0	38 57 5 0	56 36 14 0	38 55 57 0	4 4 14 0	2 5 14 0	861 856 845 0	31 49 18 2	42 19 5 4	44 54 42 29	8 19 31 32	6 9 22 34	857 849 840 835
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	6 63 31	2 32 22	25 39 54	5 40 18	63 49 44	0 6 0	0 7 0	1 4 1	13 5 2	849 856 862	6 63 31	25 39 54	63 49 44	0 7 0	13 5 2	849 856 862	15 65 19	16 23 30	44 49 49	22 18 14	18 9 8	845 850 852
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	5 49 47	3 17 34	50 27 57	1 37 25	17 59 42	1 5 0	17 8 0	1 4 1	17 6 2	852 853 862	5 49 47	50 27 57	17 59 42	17 8 0	17 6 2	852 853 862	9 53 38	8 17 36	33 51 48	28 21 11	31 11 5	838 848 855
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	24 69 7	13 37 4	42 41 44	15 45 4	48 50 44	1 4 1	3 4 11	2 4 0	6 4 0	857 858 858	24 69 7	42 41 44	48 50 44	3 4 11	6 4 0	857 858 858	43 51 6	23 25 9	48 49 43	19 17 24	10 9 23	849 851 842
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	19 60 14 8	12 38 4 2	48 48 22 20	10 36 12 6	40 46 67 60	1 3 1 1	4 4 6 10	2 2 1 1	8 3 6 10	860 859 852 849	19 60 14 8	48 48 22 20	40 46 67 60	4 4 6 10	8 3 6 10	860 859 852 849	18 41 13 28	31 28 20 12	47 49 49 47	13 15 18 26	9 7 12 16	852 852 848 844
How do you feel about the following statement? <i>“My knowledge of reading will be useful to me as an adult.”</i> A. strongly agree B. agree C. disagree D. strongly disagree	58 37 5 0	36 17 2 0	47 35 29 0	36 23 5 0	47 48 71 0	2 4 0 0	3 8 0 0	2 4 0 0	3 8 0 0	860 853 856 0	58 37 5 0	47 35 29 0	47 48 71 0	3 8 0 0	3 8 0 0	860 853 856 0	43 48 6 2	31 18 11 6	48 50 43 36	14 20 24 32	7 12 21 26	853 848 843 839
Optional school/SAU question A. B. C. D.	0 0 100 0	0 0 0 0	0 0 0 0	0 0 1 0	0 0 100 0	1 0 0 0	100 0 0 0	0 0 0 0	0 0 0 0	836 0 0 836	0 0 100 0	0 0 0 0	0 0 100 0	0 0 0 0	0 0 0 0	836 0 0 836						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 8
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	52	37	50	36	1714	11
	2006-2007	52	33	52	33	1952	13
	2007-2008	37	28	37	28	1657	11
	Cum. Total*	141	33	139	32	5323	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860)	2005-2006	58	41	57	41	5533	34
	2006-2007	72	46	72	46	5870	38
	2007-2008	71	53	71	53	5956	40
	Cum. Total*	201	47	200	47	17359	37
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	21	15	21	15	4764	29
	2006-2007	16	10	16	10	3982	26
	2007-2008	11	8	11	8	3729	25
	Cum. Total*	48	11	48	11	12475	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	11	8	11	8	4251	26
	2006-2007	16	10	16	10	3534	23
	2007-2008	14	11	14	11	3579	24
	Cum. Total*	41	10	41	10	11364	24

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	10.3	64.4	10.3	64.4	8.4	52.5
Cluster 2: Shape and Size	14	25	8.3	59.3	8.3	59.3	5.9	42.1
Cluster 3: Mathematical Decision Making	8	14	5.7	71.3	5.7	71.3	4.6	57.5
Cluster 4: Patterns	18	32	12.0	66.7	12.0	66.7	8.9	49.4

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	133	37	28	71	53	11	8	14	11	853	133	28	53	8	11	853	14921	11	40	25	24	841
Ethnicity																						
African American/Black	0										0						352	2	23	23	52	828
American Indian or Native Alaskan	1										1						117	5	22	33	39	832
Asian or Pacific Islander	2										2						181	24	42	20	14	848
Hispanic	1										1						131	7	34	26	33	836
Caucasian/White	129	34	26	71	55	11	9	13	10	853	129	26	55	9	10	853	14140	11	41	25	23	841
Not Reported	0										0						0					
Identified disability																						
Yes	13	1	8	2	15	2	15	8	62	824	13	8	15	15	62	824	2265	1	14	22	62	824
No	120	36	30	69	58	9	8	6	5	856	120	30	58	8	5	856	12656	13	45	26	17	844
Current LEP																						
Yes	2										2						315	5	24	20	51	828
No	131	36	27	71	54	10	8	14	11	853	131	27	54	8	11	853	14606	11	40	25	23	841
Economically disadvantaged																						
Yes	7	1	14	1	14	2	29	3	43	831	7	14	14	29	43	831	5217	5	30	29	37	834
No	126	36	29	70	56	9	7	11	9	854	126	29	56	7	9	854	9704	15	45	23	17	845
Migrant																						
Yes	0										0						7	0	43	43	14	838
No	133	37	28	71	53	11	8	14	11	853	133	28	53	8	11	853	14914	11	40	25	24	841
Gender																						
Female	66	13	20	38	58	7	11	8	12	852	66	20	58	11	12	852	7199	11	40	26	23	841
Male	67	24	36	33	49	4	6	6	9	854	67	36	49	6	9	854	7722	11	40	24	25	841
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						806	3	20	30	47	831
No	133	37	28	71	53	11	8	14	11	853	133	28	53	8	11	853	14115	12	41	25	23	842
Gifted/talented program																						
Yes	0										0						592	58	39	2	1	864
No	133	37	28	71	53	11	8	14	11	853	133	28	53	8	11	853	14329	9	40	26	25	840

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 8
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	1	0	0	0	0	1	100	0	0	838	1	0	0	100	0	838	9	5	30	23	41	833
B. less than one hour	21	7	25	13	46	3	11	5	18	849	21	25	46	11	18	849	46	10	40	26	25	840
C. one to two hours	67	29	33	47	53	4	4	9	10	854	67	33	53	4	10	854	41	14	42	25	19	843
D. more than two hours	11	1	7	10	71	3	21	0	0	850	11	7	71	21	0	850	5	14	38	23	24	842
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	29	18	47	17	45	0	0	3	8	858	29	47	45	0	8	858	30	17	43	22	18	845
B. They match some of what I have learned.	55	13	18	44	61	8	11	7	10	851	55	18	61	11	10	851	50	10	42	26	22	841
C. They match just a little of what I have learned.	12	5	31	7	44	3	19	1	6	853	12	31	44	19	6	853	17	6	32	29	33	836
D. There is no match.	5	1	17	2	33	0	0	3	50	839	5	17	33	0	50	839	4	3	18	25	54	828
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	35	25	54	18	39	2	4	1	2	862	35	54	39	4	2	862	26	29	46	14	11	851
B. good	48	12	19	42	67	5	8	4	6	852	48	19	67	8	6	852	45	7	46	27	20	841
C. fair	17	0	0	10	45	4	18	8	36	836	17	0	45	18	36	836	23	1	26	34	38	833
D. poor	1	0	0	0	0	0	0	1	100	800	1	0	0	0	100	800	5	1	14	29	57	827
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	27	4	11	19	54	4	11	8	23	843	27	11	54	11	23	843	34	4	35	28	32	836
B. about the same as my regular schoolwork	46	11	18	37	62	6	10	6	10	851	46	18	62	10	10	851	52	10	43	26	21	842
C. easier than my regular schoolwork	27	22	61	13	36	1	3	0	0	865	27	61	36	3	0	865	13	33	40	14	13	852
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	30	10	26	21	54	1	3	7	18	847	30	26	54	3	18	847	44	10	40	26	25	840
B. I tried about the same as I do on my regular schoolwork.	60	24	31	39	51	8	10	6	8	855	60	31	51	10	8	855	50	13	42	24	21	843
C. I did not try as hard on this test as I do on my regular schoolwork.	10	3	23	8	62	1	8	1	8	854	10	23	62	8	8	854	6	9	27	27	38	835
How often do you use laptops in mathematics class?																						
A. almost every day	5	3	43	3	43	0	0	1	14	853	5	43	43	0	14	853	9	6	38	27	29	837
B. two or three days a week	3	1	25	1	25	1	25	1	25	845	3	25	25	25	25	845	16	8	38	27	27	839
C. two or three times each month	14	4	22	9	50	4	22	1	6	852	14	22	50	22	6	852	28	12	41	27	21	843
D. never or almost never	78	29	28	57	55	6	6	11	11	853	78	28	55	6	11	853	48	13	40	23	24	842
How often do you use calculators in mathematics class?																						
A. almost every day	80	30	28	60	57	8	8	8	8	854	80	28	57	8	8	854	38	14	42	23	21	843
B. two or three times a week	14	7	37	8	42	3	16	1	5	857	14	37	42	16	5	857	33	10	41	26	23	841
C. two or three times each month	4	0	0	2	40	0	0	3	60	826	4	0	40	0	60	826	18	10	36	27	27	840
D. never or almost never	2	0	0	0	0	0	0	2	100	814	2	0	0	0	100	814	11	7	34	26	33	836
How do you feel about the following statement? <i>"My knowledge of mathematics will be useful to me as an adult."</i>																						
A. strongly agree	54	24	34	40	56	3	4	4	6	857	54	34	56	4	6	857	54	14	44	23	18	844
B. agree	39	12	24	24	47	7	14	8	16	848	39	24	47	14	16	848	38	8	36	27	28	838
C. disagree	5	1	14	5	71	0	0	1	14	853	5	14	71	0	14	853	6	6	31	28	36	835
D. strongly disagree	2	0	0	1	33	1	33	1	33	831	2	0	33	33	33	831	2	3	23	25	49	831
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	100	0	0	0	0	0	0	1	100	806	100	0	0	0	100	806						
D.	0										0											

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 8
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006	45	32	45	32	1879	12
	2006-2007	52	34	52	34	2192	14
	2007-2008	55	41	55	41	2371	16
	Cum. Total*	152	35	152	36	6442	14
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006	82	58	79	57	8604	53
	2006-2007	84	54	84	54	7916	52
	2007-2008	62	47	62	47	7630	51
	Cum. Total*	228	53	225	53	24150	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006	11	8	11	8	3618	22
	2006-2007	17	11	17	11	3340	22
	2007-2008	10	8	10	8	3175	21
	Cum. Total*	38	9	38	9	10133	22
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006	4	3	4	3	2174	13
	2006-2007	2	1	2	1	1865	12
	2007-2008	6	5	6	5	1731	12
	Cum. Total*	12	3	12	3	5770	12

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	14	25	9.5	67.9	9.5	67.9	8.1	57.9
Cluster 2: Physical Sciences	14	25	9.5	67.9	9.5	67.9	7.3	52.1
Cluster 3: Earth and Space Sciences	14	25	8.9	63.6	8.9	63.6	7.7	55.0
Cluster 4: Nature and Implications of Science	14	25	10.2	72.9	10.2	72.9	8.5	60.7

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslt/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	133	55	41	62	47	10	8	6	5	857	133	41	47	8	5	857	14907	16	51	21	12	847
Ethnicity																						
African American/Black	0										0						349	4	35	26	34	837
American Indian or Native Alaskan	1										1						117	8	40	28	24	840
Asian or Pacific Islander	2										2						181	20	50	15	15	849
Hispanic	1										1						131	5	50	22	23	842
Caucasian/White	129	53	41	61	47	10	8	5	4	857	129	41	47	8	4	857	14129	16	52	21	11	848
Not Reported	0										0						0					
Identified disability																						
Yes	13	2	15	3	23	4	31	4	31	840	13	15	23	31	31	840	2258	3	29	31	37	836
No	120	53	44	59	49	6	5	2	2	859	120	44	49	5	2	859	12649	18	55	20	7	850
Current LEP																						
Yes	2										2						315	4	29	25	42	834
No	131	54	41	62	47	9	7	6	5	857	131	41	47	7	5	857	14592	16	52	21	11	848
Economically disadvantaged																						
Yes	7	1	14	2	29	1	14	3	43	837	7	14	29	14	43	837	5206	8	45	28	20	842
No	126	54	43	60	48	9	7	3	2	858	126	43	48	7	2	858	9701	20	55	18	7	850
Migrant																						
Yes	0										0						7	29	57	14	0	852
No	133	55	41	62	47	10	8	6	5	857	133	41	47	8	5	857	14900	16	51	21	12	847
Gender																						
Female	66	20	30	38	58	5	8	3	5	855	66	30	58	8	5	855	7196	14	52	23	12	847
Male	67	35	52	24	36	5	7	3	4	860	67	52	36	7	4	860	7711	18	51	20	12	848
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						804	6	38	34	22	841
No	133	55	41	62	47	10	8	6	5	857	133	41	47	8	5	857	14103	16	52	21	11	848
Gifted/talented program																						
Yes	0										0						592	63	35	1	0	865
No	133	55	41	62	47	10	8	6	5	857	133	41	47	8	5	857	14315	14	52	22	12	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 8
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	1 21 67 11	0 11 38 5	0 39 43 36	0 9 45 8	0 32 51 57	1 2 6 1	100 7 7 7	0 6 0 0	0 21 0 0	840 854 858 856	1 21 67 11	0 39 43 36	0 32 51 57	100 7 7 7	0 21 0 0	840 854 858 856	9 46 41 5	10 14 19 19	40 52 53 47	26 22 19 21	23 12 9 14	842 847 849 848
How well do the questions that you have just been given on this MEA test match what you have learned in school about science? A. The questions on the test match what I have learned in science class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	35 48 16 2	19 25 8 1	42 40 38 50	23 28 11 0	51 45 52 0	2 6 1 1	4 10 5 50	1 3 1 0	2 5 5 0	857 858 856 851	35 48 16 2	42 40 38 50	51 45 52 0	4 10 5 50	2 5 5 0	857 858 856 851	29 49 18 5	19 16 13 9	54 51 51 39	19 22 23 29	9 11 13 23	849 848 846 842
Which of the following best describes how you rate yourself as a student in science? A. very good B. good C. fair D. poor	29 60 9 2	22 29 2 0	58 37 17 0	12 40 9 1	32 51 75 50	3 6 1 0	8 8 7 0	1 3 0 1	3 4 0 50	861 857 854 834	29 60 9 2	58 37 17 0	32 51 75 50	8 8 8 0	3 4 0 50	861 857 854 834	23 54 20 3	28 15 5 2	51 55 45 35	13 21 32 34	8 9 18 29	853 848 842 838
How difficult was the science part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	20 70 11	9 36 8	36 40 57	13 42 5	52 47 36	3 6 1	12 7 7	0 5 0	0 6 0	856 857 862	20 70 11	36 40 57	52 47 36	12 7 7	0 6 0	856 857 862	27 59 13	15 15 21	49 53 51	22 22 18	14 10 10	846 848 850
How hard did you try on the science part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	25 70 5	11 39 3	33 43 50	18 41 2	55 45 33	4 5 1	12 5 17	0 6 0	0 7 0	858 857 861	25 70 5	33 43 50	55 45 33	12 5 17	0 7 0	858 857 861	40 55 5	15 17 12	51 53 41	22 21 25	12 10 22	847 848 843
Which courses do you plan to take before you graduate from high school? A. earth and space science and/or biology B. the course(s) described in A, plus chemistry C. the course(s) described in B, plus physics D. a life science and physical science class	12 21 57 9	5 8 36 3	31 30 49 25	7 15 34 5	44 56 46 42	2 2 2 4	13 7 3 33	2 2 2 0	13 7 3 0	851 853 861 852	12 21 57 9	31 30 49 25	44 56 46 42	13 7 3 33	13 7 3 0	851 853 861 852	25 24 22 29	11 18 30 8	53 53 47 52	23 20 14 27	13 10 8 14	846 849 853 844
How do you feel about the following statement? <i>“My knowledge of science and technology will be useful to me as an adult.”</i> A. strongly agree B. agree C. disagree D. strongly disagree	24 57 18 2	16 27 9 1	52 36 39 50	11 39 11 1	35 52 48 50	3 6 1 0	10 8 4 0	1 3 2 0	3 4 9 0	859 856 857 860	24 57 18 2	52 36 39 50	35 52 48 50	10 8 4 0	3 4 9 0	859 856 857 860	27 54 15 4	23 15 10 7	51 53 50 39	17 21 26 30	9 11 14 24	851 847 845 841
How well does the following statement reflect your future goals? <i>“I am interested in a career related to science, technology, engineering, or mathematics.”</i> A. strongly agree B. agree C. disagree D. strongly disagree	16 41 31 12	14 22 14 3	67 42 35 19	5 22 24 10	24 42 60 63	2 5 2 1	10 9 5 6	0 4 0 2	0 8 0 13	864 856 857 852	16 41 31 12	67 42 35 19	24 42 60 63	10 9 5 6	0 8 0 13	864 856 857 852	25 37 26 12	24 15 12 8	52 50 53 48	15 22 23 28	8 12 12 15	851 847 846 844
Optional school/SAU question A. B. C. D.	0 0 100 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 1 1 1	100 100 100 100	0 0 0 0	0 0 0 0	838 838 838 838	0 0 100 0	0 0 0 0	0 0 100 0	0 0 0 0	0 0 0 0	838 838 838 838						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
 N = Number